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ABSTRACT

A human relations laboratory for junior high school personnel was conducted as an in-service offering by two counselors. The purpose of the laboratory was to develop in the participants an appreciation of, and a capacity to perform, three primary learning tasks: (1) generation of valid and useful information; (2) organization of choices emanating from the information and put them into action; and (3) maintainance of effectiveness through internal commitment to implementation. Each participant was carefully assessed at several points during the process to determine whether or not change occurred. Results snowed marked improvement on the part of most of the participants in taking a variety of leadership roles, i.e., those involving systems modification in their own buildings. In addition, some of the participants experienced a heightened state of awareness in their own lives and began to think about how they affected other people, including students and staff. No members seemed to have suffered ill effects from involvement in the laboratory experience. Other labs of this type have been planned. (Author/NMF)

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HUMAN RELATIONS LABORATORY

for

JUNIOR HIGH SCHOOL PERSONNEL

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ABSTRACT

A human relations laboratory for junior high personnel was conducted as an in-service offering by two counselors. Fifteen participants attended the laboratory for a duration of ten weeks at the rate of one session, or two hours, per week. Results showed some marked improvement on the part of most of the participants in taking a variety of leadership roles; i.e., those involving systems modification, within their own buildings. In addition, some of the participants experienced a heightened state of awareness in their own lives and began to think about how they affected other people, including students and staff. There were no reported casualties. Other labs of this type have been planned.

DEPARTMENT OF PUPIL PERSONNEL SERVICES

QUINCY PUBLIC SCHOOLS

QUINCY, MASSACHUSETTS

HUMAN RELATIONS LABORATORY FOR JUNIOR HIGH SCHOOL PERSONNEL

June 1972

by

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HUMAN RELATIONS LABORATORY FOR JUNIOR HIGH PERSONNEL[1]

QUINCY PUBLIC SCHOOLS

In an effort to provide educators at the junior high school level with a better understanding of the use of human relations skills as a means of improving leadership potention, the authors designed a laboratory given as an in-service course for the Quincy Public Schools during the second semester of the 1971-1972 school year. The ten-week course, open to personnel from the five junior high schools only, was intended to provide the participants with experiences in theory and practice from which they could derive heightened effectiveness and leadership in their individual fields.

REVIEW OF THE LITERATURE

Introduction

The co-trainers of this laboratory have maintained for a long period of time that an open school climate is conducive to maximum functioning of both school personnel and students. This type of climate has been shown by such

authorities as Halpin and Croft (1962) to exist when educators communicate freely with each other as well as with the student body. Furthermore, the co-trainers contend that the more authentic the relationship between student and teacher, the more opportunity there is for both to maximize potentialities. Peter Dow (1969) aptly comments: "If we hope to reach our students effectively, if we hope to gain their trust in what we say and stand for, they must know us emotionally as well as intellectually ... What we offer the young, if it is to be trusted and valued, must come from us in a personal way, as our unique expression of ideas, knowledge, feelings, and beliefs."

Miller and Walz's study (1969) supports the contention that the type of climate of the school the student attends and, moreover, the extent to which the school climate is supportive of his individual needs will determine the eventual adjustment of the individual student.

Background

There are everyday happenings that obstruct a free-flowing openness of communication among faculty and students. The co-trainers have witnessed daily literally hundreds of these occurrences. An example of such an episode would be when a teacher complies outwardly to a supervisor's suggestion but inwardly plans to do something entirely different. Another situation might involve a student who lies frequently to his teacher for

fear that telling the truth would entail instant retaliation and punishment. Still another human relations problem is the omnipresent faculty meeting which frequently involves people communicating at different levels, though rarely at those of honesty and openness. These are only a few of the many examples of human relations problems encountered in schools which hamper productive interaction.

Ronald Lippitt (1970) supports the use of sensitivity training in schools to unblock these kinds of relationships and concludes that if learning is to be meaningful, it must be in an environment of openness and reality.

Precedents for this program

The literature supports the thesis that an open school climate is conducive to actualizing human potential. The co-trainers have, therefore, attempted to use the human relations laboratory to effect more concern and openness of communication among school personnel.

There has been a great deal of research of sample training programs in "sensitizing" administrators, teachers, counselors, and teacher trainees. Several reports (Clark & Miles, 1954; Smith, 1967; Thomas, 1970) indicate positive gain in working with administrators. They show that after training, administrators reveal more positive behavior in their interpersonal relations with staff members, more concern for creating a positive socio-emotional school climate, more flexibility in attitude, and

better supervisory skills in general.

Teachers have also benefitted from laboratory training. After one such program Khanna (1964) found that teachers became less authoritarian and more self-actualized and developed better interpersonal relationships, insight, and leadership skills.

McGee (1955), Scarr (1970), Levinson and Schermerhorn (1951) believe that teachers with authoritarian attitudes tend to be more punishing and hostile towards students. They postulate that a reduction in authoritarian attitudes among teachers would improve the climate of the school, the classroom in particular.

These studies seem to indicate that teachers involved in laboratory training demonstrate a marked decrease in authoritarian behavior. Since they are vital to the educational process, it follows that teacher involvement in laboratory training is essential to the goal of an open climate. O'Hare (1965) agrees: "Teachers, as a part of their professional preparation, ought to have group process experiences as members of T-groups or similar 'sensitivity' training programs. They ought to be encouraged to develop 'group observation' skills and their perceptions and attitudes ought to be more extensively studied." Finally, Schmuck (1968) adds that teacher benefits in human relations training are reflected in heightened awareness of group process and in classroom management.

Aware of some of these potential positive results described above, several colleges and universities have involved counselor and teacher trainees in laboratory programs. (Foreman, 1967: Paris, 1964, Reddy, 1970; Seegars and McDonald, 1963). Their findings show that trainees develop greater self-awareness, more ease of communication in staff-student relationships, better understanding of their pupils, and greater ability to cope with the pressures and frustrations of teaching.

It appears abundantly clear that educators can benefit both professionally and personally from involvement in a human relations program.

PURPOSE

The purpose of this laboratory was to develop in the participants an appreciation of and a capacity to perform the following three primary learning tasks concommitant to potential group and human relations leadership (adapted from Argysis, 1970, pp. 17-20):

(1) generate valid and useful information

(2) organize choices emanating from the information and put them into action

(3) maintain effectiveness through internal commitment to implementation.

The first task of generating valid and useful information is essential before beginning the work on action skills. A survey using social science research would show that contemporary

educational organizations tend to generate information on problems that are not vital. The co-trainers wanted to establish among the participants a process of analysis, involving both sensitivity and diagnostic ability. Also included and stressed was a need for the participants to deal with facts, not with assumptions, in order that real change may take place.

Considering task two, the participants were encouraged to make definitive choices from the data generated from the laboratory. Since there are frequently many options to choose from, it was considered important that they, while maintaining flexibility, have confidence in their direction so as to reach, on their own, the essentiality of a question. Finally, if the participants have no potentiality to act on their choices, they may be left stranded with their valid information. Concentrating on action, then, the co-trainers attempted to model and stimulate the accomplishment of two specific skills, both important in varying degrees as a group proceeds: task and maintenance.

Task three implies that a decision is not made and an action not taken unless they are both supported by a real commitment to implementation. More than good intention is involved. Task three calls for one's affirmation of self, for putting one's entire value system on the line for one choice, for one action. The co-trainers looked for, then, as an indication of the attainment of this last task, the participant who would stand by his commitment yet who could also re-examine his position due to an internalization of the above processes.

All the strategies and experiences of the laboratory, then, were designed to meet these tasks. Admittedly, much more than ten weeks is needed for internalization. The co-trainers would have been content, therefore, if they had instilled a personal process within the participants for growth in these areas. Such a process would be expected to have a transference effect, the net result being, perhaps, the addition of several human relations clinicians within the school community.

OVERVIEW OF PROCEDURE

It is difficult in courses involved with the performance of here-and-now behavioral skill to structure activities ahead of time, but in this case, in order to fulfill one of the requirements for in-service course accreditation, the co-trainers submitted a design for the laboratory before it began, propounded in it were three important considerations: that the general structure was created to introduce members to a basic understanding of human relations skills applied to various situations; that there would be flexibility within the structure to adapt to the immediate concerns of the group and of the membership; and that the design would not interfere with an underlying process involved in the program's purpose--that the participants would be responsible for their own learning.

What follows below is an account of the meetings, including method as well as rationale. Meeting one was different from the others in that it had no cognitive attachment, its sole purpose being that of orientation and getting acquainted. Indirectly incorporated, however, were brief introductions to

skills which would be treated in depth at later meetings. These become part of what was called in the laboratory as Skill Practice Sessions, which comprised four meetings. They took place during the initial phase of the experience since it was designed that they introduce the participants to basic leadership skills from which they could develop and promote group process not only in the laboratory but in their back-home functions. The skills covered were the distinction between content and process, listening, leveling, and the giving and receiving of feedback. Interspaced between these four meetings was one dealing with role and situational diagnosis which was disigned to give the participants an initial experience in applying human relations techniques to a job situation.

These first six meetings did not vary much from the proposed design except that some additional housekeeping functions were added. They are described here as follows: data collection and distribution--the research and evaluative tools, which will be discussed later, were distributed and collected at yarying times throughout the laboratory depending upon their timetables of application and intention; use of tape-recorder--group concensus allowed the introduction of a taperecorder for the duration of two meetings: however, no one wished to apply its usage to the laboratory, so the taping was discontinued: process-observation--a process-observer was invited to two meetings (her contribution will be treated at length in another section of this paper): post-meeting reaction sheet--a post-meeting reaction sheet was distributed at the completion of Meeting Four by two of the group members whose analysis of the results was used as discussion topics for the following meeting: meeting introduction--the co-trainers attempted to devise different ways to introduce the various skills to be dealt with at each meeting, such as the use of ingeni-

ous lecture styles, of skits, and of role-playing; the dissemination of hand-outs--hand-outs of three types were distributed from time to time, the first dealing with descriptions of the skills and strategies to be employed at meetings, the second including papers by contributors to the field of humanistic education and humanistic psychology (Birnbaum, 1969; Buber, 1965; Cottle, 1969; Wyatt, 1969) and the third offering information about other workshops and experiences in the area of human relations.

With the exception of meeting eight, which did not sway from its initial activity and purpose of providing the participants with a competency in managing stress, the meetings near the end of the laboratory almost discarded entirely the proposed design. This reflects, perhaps, either the ability and accomplishment of some of the membership to operate without a direct authority model or the needs of the co-trainers to provide less structure. (Regardless of intent, and this will be taken up later in Results,) meeting seven did not touch on its original activity of task and management functioning, and instead devoted the entire two hours to the issue of non-structure. During this meeting, the entire time was taken to evaluate the group process up to that point instead of the usual 15-30 minutes at the end of each meeting allotted in the design for such activity. By dealing with the anxiety of non-structure, moreover, the original rationale behind meeting seven was achieved: to learn how members of a group perform the different leadership functions needed as a group proceeds.

Meeting nine dealt initially with the planned topic of problem diagnosis and problem solving but veered into an individual feedback process which continued through meeting ten. After much deliberation, the group members, using two check-list charts describing the various task and management functions

required for doing group work exchanged personal feedback with each other. With such an investment-trust strategy developed, the back-home simulation planned for meeting ten was totally discarded. Finally, about half of the membership carried the feedback process one step further by coming together for an additional session, meeting eleven, at which they gave the group feedback and talked about plans and hopes for the future (see Discussion and Recommendation).

Before concluding this section, there is another procedure which must be treated, which both co-trainers suspect had a major impact on the laboratory: the after-session "clinicking." Though the co-trainers met initially by themselves both to evaluate the just completed meeting and to plan the ensuing one, at their invitation they were joined gradually by some of the participants. At a casual setting, usually at a neighboring restaurant, the "clinicking" team had an opportunity to explore in depth some of the personal and technical issues resultant from the laboratory experiences.

Membership: Use of F-Scale

With the intention of providing information relative to the socio-emotional disposition of the 15 members of the laboratory-composing a breakdown of 13 teachers, 1 counselor and 1 administrator--the short form F (Fascism)-Scale, developed by Adorno, et al (1950) was administered after the first meeting. The results, however, with the exception of one member, showed no significant F-Score concentrated over the possible cluster pertinent to the qualities necessary for human

relations leadership: such as authoritarian-aggression, authoritarian-submission, power-toughness, superstition-stereotypy, projectivity, conventionalism.

It is the co-trainers' opinion, though, that this scale was not accurate or perceptive enough to detect behavioral manifestations of the above authoritarian traits, for several members who displayed socio-emotional behavior consummate with the co-trainers' perceptions of authoritarianism did not score highly in any cluster of the F-Scale. It seems possible, therefore, that respondents may feign democratic disposition as a desired or expected quality, though such may be totally absent from the personality.

Results

Analysis of Statistical Tool

The statistical tool applied in the laboratory was a nine-point rating scale integrating the three learning tasks described in the Purpose as concommitant to potential group leadership (borrowed from Miles, 1967, P. 247--see Figure 1). The scales of sensitivity and diagnostic ability were intended to test for the ability to generate valid and useful information, of behavioral skill-task, and behavioral skill-maintenance, to test for the ability to organize choices involved in action skill, and of over-all effectiveness to test for the ability to maintain effectiveness through internal commitment to implementation.

The rating scale was administered pre and post--after meeting one and after meeting ten-- to each participant in the laboratory. Additionally, each participant had the responsibility of having his ratings completed, pre and post, by a job associate. The job associate was described by the co-trainers as being anyone in the participant's work-station who was close enough to him (or her) to be able to evaluate his (her) performance as a human relations leader throughout the ten week period of the laboratory. Finally, the co-trainers recorded their ratings for each participant, pre and post, except that they completed their pre-test after meeting three in order that they could have sufficient time to base their initial perceptions.

Each participant, then, received five ratings, recorded as a number from 1 through 9, pre and post, from four different sources: their own individual self-ratings, their job associate ratings, and their co-trainers' ratings.

In order to test for improvement in leadership potential, the ratings are computed in terms of mean change for each of the four different categories. The mean change score reflects the total additive raw score divided by the four separate ratings. The overall mean change from zero, representing no change, is also indicated along with the variance of the four diffent scores in Table I. These results are graphed on the basis of mean change and variance in Figure 2. The following is an interpretation of these results, though it contains the distinct limitation that the ratings from all four categories are subjective and therefore not accurate at any standardized level.

From the graphs it is possible to draw some conclusions regarding member performance. Six separate graphs are shown and are divided according to mean and variance. Three participants, named D, E, and L, register a very high mean (overall above .8) and a very low variance. The very high mean indicates a high degree of change with reference to performance of the learning tasks presumed in group leadership. The very low variance indicates a relatively high degree of accuracy of the statistical tool, that is, concordance among the four rating sources. Turning to graph ii, here also a very high mean is recorded but the variance, labeled as "low", indicates less credibility for change among the three participants than in graph i. For example, H's job associate rating is high enough to seem almost out of proportion to the other ratings. This perhaps indicates an exaggeration. Whatever, it is enough to detract from the reliability of H's scale.

Graph iii shows three participants with a high mean (between .4 and .8) and a low variance. It perhaps also leaves us with a psychodynamic speculation that participants A and B demonstrate submissive tendencies since their individual ratings are lower than those recorded by their other sources. Graph v keeps the low variance level but indicates a low mean (below .4). Graphs iv and vi both show ratings involving high variances which indicates a very low degree of accuracy of the statistical tool. Furthermore, this information also lends itself to other forms of speculation and investigation. Participants F and I, for example, both rate their change inordinately high in relation to their other scores, perhaps suggesting an authority issue. Participant B records herself as experi-

encing negative change which perhaps indicates a cynicism towards self or towards opportunity for growth in such experiences as the human relations laboratory.

Finally, from the Figure 2 and from Table 1 inferences may be drawn regarding group change as a result of the laboratory experience. Overall, all participants in the group experienced positive change with the exception of participant B. Generally speaking, those represented in i, ii, and iii, seemed to have profited more from the experience than those in iv, v, and vi. In terms of average group progress, a mean of .7 was recorded as the comprehensive group change score. This is arrived at by averaging the comprehensive changes for the four different rating sources. Self-ratings score highly with a 1.1 mean change. This result is consistent with trends of individual reports of encounter group effects studied in the literature. (Lieberman, 1972)

Co-trainer group scores vary markedly with co-trainer B seeing a high 1.1 mean change and co-trainer A a low .2 mean change. Table 2 and Figure 3 have been added below, though, to show the significant correlation ($P=.05$) in their final ratings of the participants in spite of such discrepancy in their overall change scores. The co-trainers seem to come together by meeting ten, after great initial disparity, in their ratings of individual participants. Much of this is due to the sharing of information and feelings during the "clinicking" sessions. This result can also be attributed to the similarity in purpose and goals to which both co-trainers were dedicated. Participant accomplishment was perceived synonymously by the co-trainers in relation to the leadership skills achieved.

Finally, the job-associate mean change score of .5 is an interesting statistic since it, of the four ratings, implies the strongest consistency to the overall group change. The co-trainers feared initially that some participants would choose job associates who would rate favorably as an expression of dependent friendship rather than of honesty. As it turns out, the change score accounts for the situation described above since inflated ratings pre and post do not produce significant change. With the exception of a few ratings of this variety; in fact, the job-associate score seems to offer quite reliable and consistent information.

Planning for Learning Questionnaire

From their past experiences, the co-trainers were able to set guidelines in terms of types of problems which participants might encounter in the laboratory. This allowed for their initial planning through the vehicle of the design. Specific needs of the membership, however, had to be gauged by implementing some kind of participative process. This was accomplished by using a Planning for Learning Questionnaire. (Adapted from Miles, 1967, P. 66) Questionnaires were distributed during the first, seventh, and last meetings of the course. They provided data for immediate steering purposes as well as for long-term assessment. As for the latter, for the most part, goals expressed by the participants were in concert with those described in the lab design. This gave to the co-trainers, then, a reinforcement to proceed "as planned" in spite of their willingness to alter the design in any form.

With regard to the steering function, the Planning for Learning Questionnaire provided members with the opportunity to focus on individual goals and to engage in a sharing experience. This was made possible by combining all answers to the questionnaire and then presenting them in unitary form to the entire group during meetings two, eight, and eleven.

Presented in this section, then, is a record of the learning desired by the fifteen members of the course. Generally speaking, the responses given by the participants to the second questionnaire matched the originals, indicating a steady concentration, in terms of overall goals, by the membership. Figures below indicate the number of persons mentioning each topic in order of frequency:

1. Things I would like to understnad better about the groups I work in:

   9 - Be alert to happenings in the group, and be able to pick up things, notice accurately what is going on ("the motivation of the people in the group. . .")

   6 - Be able to understand why things happen as they do in a group and explain group difficulties ("why things happen the way they do. . .")

   4 - Improve my contribution as a group member

   1 - Facilitate a group

   1 - Develop my communication skills in groups

   1 - Analyze the teacher role ("does any group need a leader . . .")

2. Things I would like to learn how to do better in groups:

   5 - Be a more effective group participant ("encourage others to talk freely and honestly. . .make others realize that I am really interested and care about what they have to say. . .")

   1 - Develop group cohesion

   1 - Apply newly acquired skills to back-home situations

   1 - Feel less defensive in groups and more able to express feelings freely ("I'd like to be able to express myself more clearly and more often in an unfamiliar group of people. It bothers me not to be able to stand up and talk to unfamiliar peers. . .")

   1 - Come to quicker decisions

3. Feelings I have in groups which I would like to change or improve:

   10 - Overcome feelings of inadequacy and insecurity in group situations ("feelings of insecurity which cause me to be unable to participate in discussions. . .")

   2 - Deal more effectively with hostile feelings directed against long-winded speakers

   1 - Learn to interrupt less

   1 - Try to be less competetive

   1 - Use human relations skills more effectively

   1 - Recognize and handle aggressive feelings toward group members who block communication

During the tenth meeting the co-trainers administered a revised version (verbs in the past tense) of the Planning for Learning Questionnaire to all group members to determine members' perceptions of goals met or unmet.

It is interesting to relate the data in Table III to the results described in the preceding section under Analysis of Statistical Tool. Recalling Figure 2, the mean serves as a measure of change; the variance as a measure of reliability.

According to Table 3 participants A, C, D, E, O, and L consistently perceived that they had met most of their stated goals. Of these participants, D and E reflected a very high mean and very low variance in Figure 2; C and O showed a very high mean and low variance; and A indicated a high mean and low variance. This perhaps indicates consistency in terms of effort and responsibility to achieve goals and actual positive outcome.

Conversely, those who did not choose to be responsible for achieving their goals did not show a favorable outcome according to Figure 2. Participants F and I consistently perceived that they met none of their personal goals. At the same time, both reflected high variances in Figure 2.

The rest of the membership fall somewhere in between the end-points of both data. An analysis of this result might well indicate variable consistency in terms of effort and change. This remains consonnant with laboratory tasks intending to encourage participants to be responsible for their own learning.

Group Development: Process Observation

A great deal of research has been written on group development, particularly concerning those groups which stress the ramifications of group interaction. Though this laboratory concentrated on the development of individual member skills and did not have as its primary goal the establishment of a group process, it was not free from acquiring a group development. In order to examine this aspect of the laboratory, therefore, a communications teacher from one of the Quincy junior high schools was invited to serve as the group's process-observer on two separate occasions, during meetings four and nine. Introduced to the membership as a person with a great deal of experience in the field of human relations, the observer took notes, under what seemed to be a high degree of threat-tolerance, and willingly shared her observations at the completion of each of the two meetings.

The compiled notes of the process-observer provide a basis for exploring the group's development. Of the countless number of theories to choose from, we shall employ the model developed by Bennis and Shepard, (1956) who see groups as passing through two major phases:

Phase I - Dependence - Power Relations

Phase II - Interdependence - Personal Relations

Each phase has sub-phases which we shall examine with reference to the laboratory.

Subphase I under dependence and power relations is typified by the phenomenon of flight behavior. The process-observer's notes serve well here to expand on this category:

> Session four showed initial revelations of self among the more selfconfident participants. However, there were marked non-verbal avoidances indicated by lack of eye-contact and posture. In general, the participants were defensive in the emotional domain but quite willing to deal on the intellectual level.

Bennis and Shepard also describe Subphase I as having a structure of multi-sub-groups based on members' past experiences. Though not included in the process-observer's notes, it was the co-trainers' observation at the time of meeting three that there was an enormous amount of processing going on between meetings and that the sub-divisions were often structured according to school or even according to smaller cleavages within the same school.

Subphase II includes the issue of counterdependence which sees two tight subcliques developing between the dependents and the counterdependents. There is also among members a distrust of staff and an ambivalence towards any supervised activity. Still reporting from session four, the process-observer noted the following for this laboratory:

> The first session observed dealt with the technique of writing a life-space sociogram. All members actively participated in the activity although some initial reticence was evident. Some participants looked for more than necessary direction from the coordinators.

Subphase III resolves Phase I by group members taking over leadership roles formerly perceived as held by the trainers and by their becoming intensely involved in group tasks. Though no mention of these issues appear in the process-observer's notes, it was obvious to the co-trainers that the membership of the laboratory was actively involved in the tasks at hand. In addition, some members were perceived as taking over leadership roles. Without objective proof, however, it still appears likely

that many of the issues involved in Subphase III were accomplished since the process-observer reported at the time of session nine events which prefigure later stages and since, in final analysis the Bennis and Shepard model is intended to be a dynamic theory.

Subphase IV introduces Phase II--Interdependence-Personal Relations. It is called the stage of enchantment and flight: enchantment in the sense that the group becomes deceivingly solid and together, flight in the sense that the group becomes a respected icon beyond future analysis. Accordingly, the process-observer recounts:

> In session nine participants in general had subconsciously recognized the fact that they were suppressing emotional revelations but seemed to have decided not to deal with the problem except with silence, evasiveness, and fear. It was evident in the discussions that the members (many, though not all) evaded accepting responsibility for problem solving.

Subphase V, labeled "disenchantment-flight," again returns to the structure of competing cliques, one containing people who share similar attitudes concerning the degree of intimacy required in social action and the other containing those who remain uncommitted except to act according to situational needs. Therefore, there exists distrust and suspicion among group members. This becomes entirely clear as a stage in the laboratory from the following process-observation:

> Many members of the group had built up enough self-confidence by session nine so that they were able to express their negative (and positive) attitudes emotionally--but only with a few similar thinking individuals. They were not yet able to express this before the "soi-disant" hostility of the entire group. The level of trust seemed quite low and those members, more sensitive to the emotional issues, evidently felt threatened.

Subphase VI resolves Phase II into a consensual validation, that is, in which the group structure becomes the one appropriate to the needs of the situation, in which there exists substantive rather than emotional

orientation, and in which consensus is arrived at more early on important issues. The laboratory clearly did not reach this level according to the process-observer. Though the reason for this and for the questionable attainment of a Phase I resolution will be discussed more in-depth later, an attempt at its understanding is offered here.

The resolutions in the Bennis and Shpard model involve the eventual working-through of disagreements among sub-groups over such issues as authority and trust. Their model, moreover, is best suited for a leadership style one might likely come across in personal growth or interpersonal relations groups such as the sensitivity training group. The laboratory described here, however, involved in addition to whatever personal and interpersonal benefits which might have accrued, the instruction of certain human relations skills accompanying the improvement of leadership potential. The fact that there was teaching, then, might well have thwarted any possible resolution of the authority issue as well as of others which come later, such as trust.

Evaluation

During the tenth session of the laboratory, group members evaluated the course. To develop a mode and style of reflecting members' responses, the co-trainers have found the method of presentation of Carl Rogers (1970) most appropriate: "To my way of thinking, personal phenomenological types of study--especially when one reads all of the responses--is far more valuable than the traditional 'hard headed' empirical approach [P. 133]."

Below are some of the comments in reaction to the evaluation. They are representative of wide and differing reactions. (See Table 4)

Members A, D, and E, representing 20% of the group found the laboratory experience overwhelmingly positive. Two people wrote: "I feel the Lab was significantly useful to me in helping me to deal with others... I have confidence, through experiences gained in the Lab course, that I can better determine where I'm at, where others are coming from, and thus better effect mutually satisfactory solutions to problems. Such positive and effective courses are desperately needed in our system."

"The Lab was definitely a positive experience for me. The change I have seen is not only in "class" but has carried over into my entire life, at work and at home."

Participants B, C, G, H, J, K, L, M, N, O, or 67% of the laboratory group found their experieme to be generally positive. Two persons described their experiences as follows: "There were many good experiences, especially those at the beginning. Because of tensions in the group, things sometimes dragged, people were unwilling to get into things. . . Thank you for the friendly and interesting days which I did have. Generally, I enjoyed myself!"

"Well unfortunately it is now at the end of our ten week course. The course is great and I'm starting to gain some momentum. But, hell, it's all over!. . .I did learn a lot about group interaction. Not too much material was given about how to run groups in school but all material could be adapted. I feel that I'll be a better contributor at faculty meetings, department meetings and all kinds of group meetings after this course."

Members F and I found their experience to be strictly negative. Most of their comments were negative: "I felt the group deteriorated after the fourth or fifth meeting, the one on the sociograms. There was a personal problem introduced and with it came an air of hostility. . . certain members became defensive. Some members of the group monopolized the discussion while others had very little to say. These are the factors which I feel led to the deterioration of the group."

"I started out not thinking much about the two credits involved (which I need, incidentally!!). . .but I wound up thinking only of them!!! And I nearly always drove home to get dinner. . .talking to myself aloud. . ranting, would better describe it, I think!!!! Frustrated at what had or had not occurred!!!"

As a last analysis, there seems to be a correlation between the results described here and those obtained in the Analysis of Statistical Tool section. Two of the three participants who gave overwhelmingly positive evaluations can be found in Figure 2 showing the most reliable change. Contrarily, the two participants who gave strictly negative evaluations are among the four represented by a high variance in their ratings.

DISCUSSION AND RECOMMENDATIONS

Sectionalism and Blocking

At the beginning of the laboratory, members aligned or grouped themselves according to similar back-home work assignments. This sectionalism might be considered quite appropriate particularly when people are brought together to cope with an unknown, demanding, new experience.

The co-trainers had hoped that in time, however, this would give way to more integrated, free-flowing styles of interpersonal relationships.

For the most part, participants did abandon these back-home groupings. One large subgroup, however, persisted in their sectionalism. This subgroup contained two members who were not only blocking to members of this subgroup in particular, but to other members of the larger group in general. Both these members were apparently threatened by the degree of openness courted by the laboratory process. Aware of the emotional apparatus governing group members of the passive-aggressive variety, the co-trainers protected these two participants. As a result, though, subgroup members were wary of challenging standards set by them and thus infrequently tested new behavior and rarely attempted to examine personal motivations openly.

Another example of a blocking phenomenon was the case of two participants who, although facilitative in the group, nevertheless became increasingly aware of their close, interdependent relationship. From time to time, they took brief excursions into more independent behavior patterns.

Generally, most of the subgroups dealt with the blocking phenomenon and did exceedingly well in mitigating the effects of sectionalism.

Follow-Up

Although it has been a short time since the laboratory experience, the co-trainers have had the opportunity to follow-up group participants in their back-home situations. Their reporting in this section is once again not "scientific" but based on a reliance on their own observation of phenomenological behavior.

Two participants at the same junior high school are each engaged in working on innovative programs for next year. One is initiating a new program for students using an audio-visual approach to language arts. The other is planning to form a group rap session and activities program for early adolescent female students with poor self-images.

In another school, two members have been performing helper-roles in cementing blocking relationships among fellow faculty members. Another in the same school is beginning to communicate more openly during team-teaching meetings.

Two members who may have internalized much of their experience seem to be more self-reliant, confident, and self-assured when involved in the daily business of working with their colleagues.

Two other participants from the same school have demonstrated a heightened awareness and sensitivity to organizational problems.

The subgroup containing the two blocking members, however, demonstrated little changein behavior in their on-the-job situations.

Casualties

There have been no observable casualties; no members seemed to have suffered ill-effects from involvement in the laboratory experience. On the contrary, observations reveal that there seems to be some positive behavioral change among several laboratory participants.

Methodology

Another issue which seemed to baffle the co-trainers throughout the laboratory was the group methodology and its accompanying trainer-style. Quite often during the clinicking sessions, they became confounded over the dilemma of teaching the improvement of humanistic

leadership while at the same time preventing it. Although they did not initially contract for anything resembling an encounter group, with its often concommitant non-structure, they did consider at times its methodological implementation as a necessity. How could the members learn to assume various leadership roles if they held a franchise over them in the form of an instructional mode?

A resolution of this dilemma came after the laboratory. The co-trainers considered their thirst for non-structure to be a product of their own needs. The membership, with the exception of a few independents, overwhelmingly, at first, declared its desire for imposed leadership from above. Gradually, more and more of the participants began to question trainer authority as the group proceeded. Had the co-trainers instructed them the right to do so? A theoretical basis for their answer is given by Argyris (1972). He points out that a shortcoming of many of the encounter groups is the manner in which leaders impose human interpersonal constructs on their members. This can lead to a kind of "narcissism" upon members' return to their back-home world where estrangement is blamed on a mechanistic society. Leaders are not helping members "grow" if the processes that produced the growth are not owned. Trainers must find ways to "integrate self-awareness, interpersonal competence, the accomplishment of meaningful work tools in such a way that the participants are helped to become more understanding and constructively confronting of their back-home mechanistic culture."

In this laboratory the co-trainers did not want to proceed too fast in the sense that members would be forced into roles they were not ready to assume. Moreover, many attempts were made to relate laboratory ex-

periences to back-home situations. Since the composition of the group was junior high personnel, everyone had a similar institution to relate to.

This leads to a recommendation for future researchers; that is, the need to isolate laboratory methodologies for more sectional, inbedded populations--such as for one junior high school--as well as to present comparative studies on laboratory methodologies at the different educational levels, elementary, junior high, and high school.

Continuation

In order to carry out their commitment to the junior high school and to provide for the rejuvenation of skills among the more advanced participants, it is the intent of the co-trainers to offer an intermediate Laboratory II during the second semester of the school year. A similar laboratory, like the one described here, will be conducted during the first semester and candidates for Lab II will be accepted on the basis of their accomplishment during their first experience of basic humanistic leadership skills. Such an experience will allow the co-trainers a chance to pursue a less structured methodology aiming to heighten awareness of personal abilities and of group and systems analysis without inducing the phenomenon of interpersonal blindness.

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TABLE I

Mean Change Representing the Four Different Ratings

Members	$\bar{X}$	S^2	Self	Co-trainer B	Co-trainer A	Job-Assoc.
1. A	.60	.51	-.2	1.2	1.2	.2
2. B	-.60	1.36	-.8	1.0	1.8	-.8
3. C	1.10	1.03	1.6	1.8	-.4	1.4
4. D	1.35	04	1.4	1.2	1.6	1.2
5. E	1.30	.17	.8	1.2	1.4	1.8
6. F	.40	3.65	3.0	0	-1.6	.2
7. G	.60	.93	1.4	1.0	.8	-.8
8. H	2.00	.99	2.4	1.4	1.0	3.2
9. I	.15	5.43	3.0	.2	-2.6	0
10. J	.45	.73	-.8	1.2	1.0	.4
11. K	.25	.43	1.0	.6	-.4	-.2
12. L	1.05	.06	1.0	1.0	.8	1.4
13. M	.15	.80	0	.6	1.0	-1.0
14. N	.55	1.47	1.6	1.4	-1.0	.2
15. O	1.00	.62	.6	2.2	.6	.6
Comprehensive Change Scores	.70=Group as a whole		1.10	1.10	.20	.50

TABLE 2

MEANS OF CO-TRAINERS POST-TEST RATINGS

	CoTrainer B	Co-Trainer A	D	
A	7.8	8.2	.4	
B	4.8	4.0	.8	
C	7.8	6.4	1.4	
D	7.8	8.0	.2	Mean difference between means - .79
E	8.2	7.8	.4	
F	5.2	4.6	.6	
G	6.8	7.2	.4	
H	6.2	7.0	.8	Correlation between means - .79*
I	4.2	3.2	1.0	
J	6.8	7.2	.4	
K	6.4	6.0	.4	
L	7.6	8.2	.6	
M	6.0	7.4	1.4	
N	7.4	5.4	2.0	
O	6.0	7.0	1.0	

* P = .05

TABLE 3

	Members perceived most of personal goals met	Members perceived some personal goals met	Members perceived none of personal goals met	Members not responding
Question #1	A,B,C,D,E,K, L,M,O = 9 (60%)	H,J,N = 3 (20%)	F,I = 2 (13%)	G = 1 (6%)
Question #2	A,C,D,E,H, L,O = 7 (47%)	G,M = 2 (13%)	B,F,I,J,K, N = 6 (40%)	
Question #3	A,B,C,D,E, L,D = 7 (47%)	H,K,M,N = 4 (27%)	F,I,J = 3 (20%)	G = 1 (6%)

Table 4

LABORATORY EVALUATION

Overwhelmingly Positive	Generally Positive	Strictly Negative
A, D, E,= 3	B, C, G, H, J, K, L, M, N, O = 10	F, I = 2
(20%)	(67%)	(13%)

Figure I

Individual Rating Scale of Group Processes:

This group experience is expected to have some effect upon you, not only as a person in a state of flux,,but as a human-relations technician. This rating scale may measure your perception of change as a group member; consequently, you will have an opportunity to fill it out at given intervals of time.

Please circle the number on each one of the five separate scales that seems most appropriate to how you consider yourself objectively as a group member.

1. Sensitivity (Low) 1 2 3 4 5 6 7 8 9 (High)

Is alert to happenings in the group, has ability to pick up things, notice accurately what is going on.

2. Diagnostic ability 1 2 3 4 5 6 7 8 9

Is able to understand why things happened as they did, has ability to explain group difficulties, as a basis for corrective or supportive action.

3. Behavioral skill-task 1 2 3 4 5 6 7 8 9

Helps the group to make progress on the task.

4. Behavioral skill-maintenance 1 2 3 4 5 6 7 8 9

Helps to maintain a good working relationship in the group.

5. Over-all effectiveness as a group member.

1 2 3 4 5 6 7 8 9

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FIGURE 2

GRAPHS INDICATING MEMBER PERFORMANCE

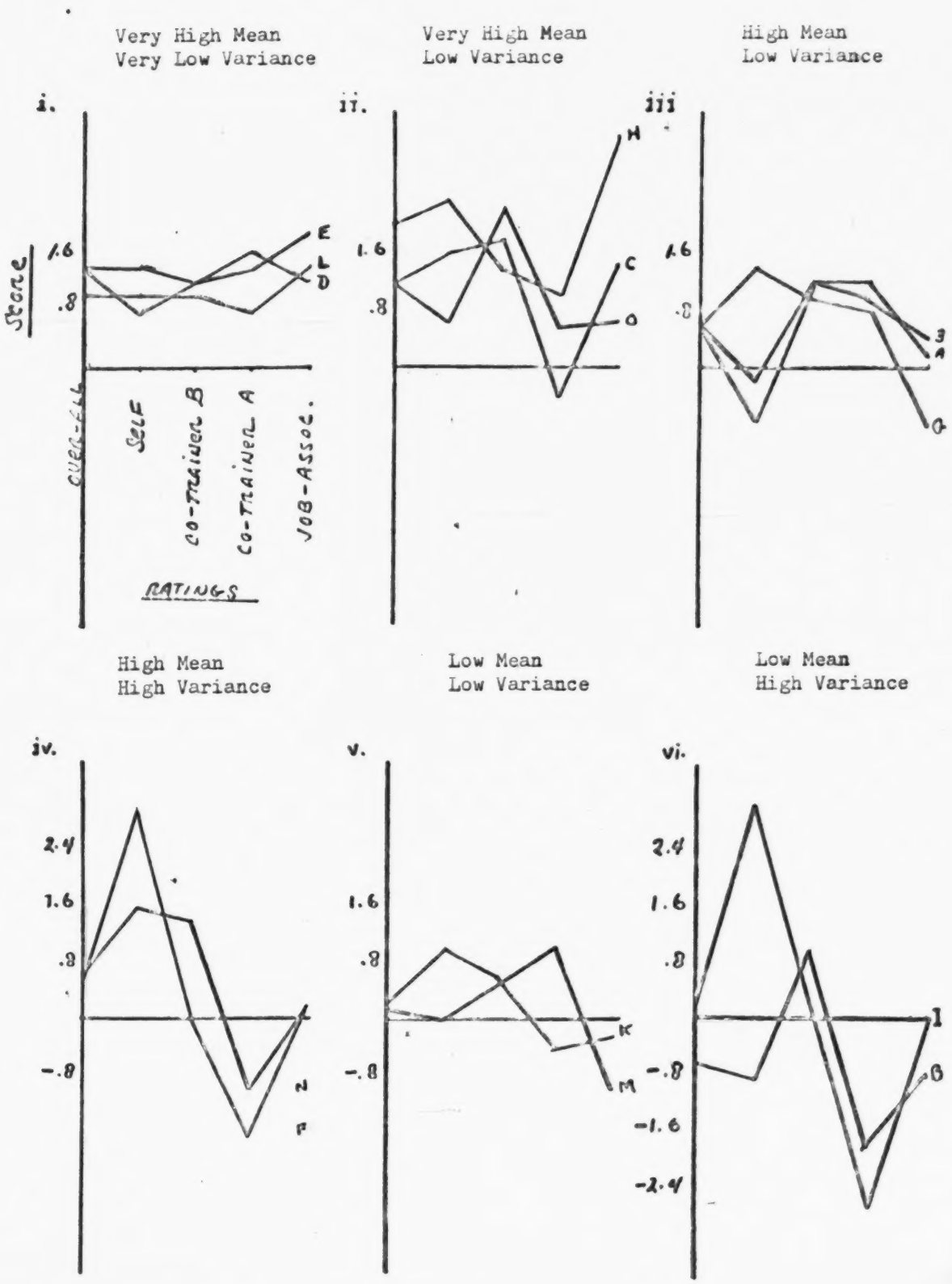
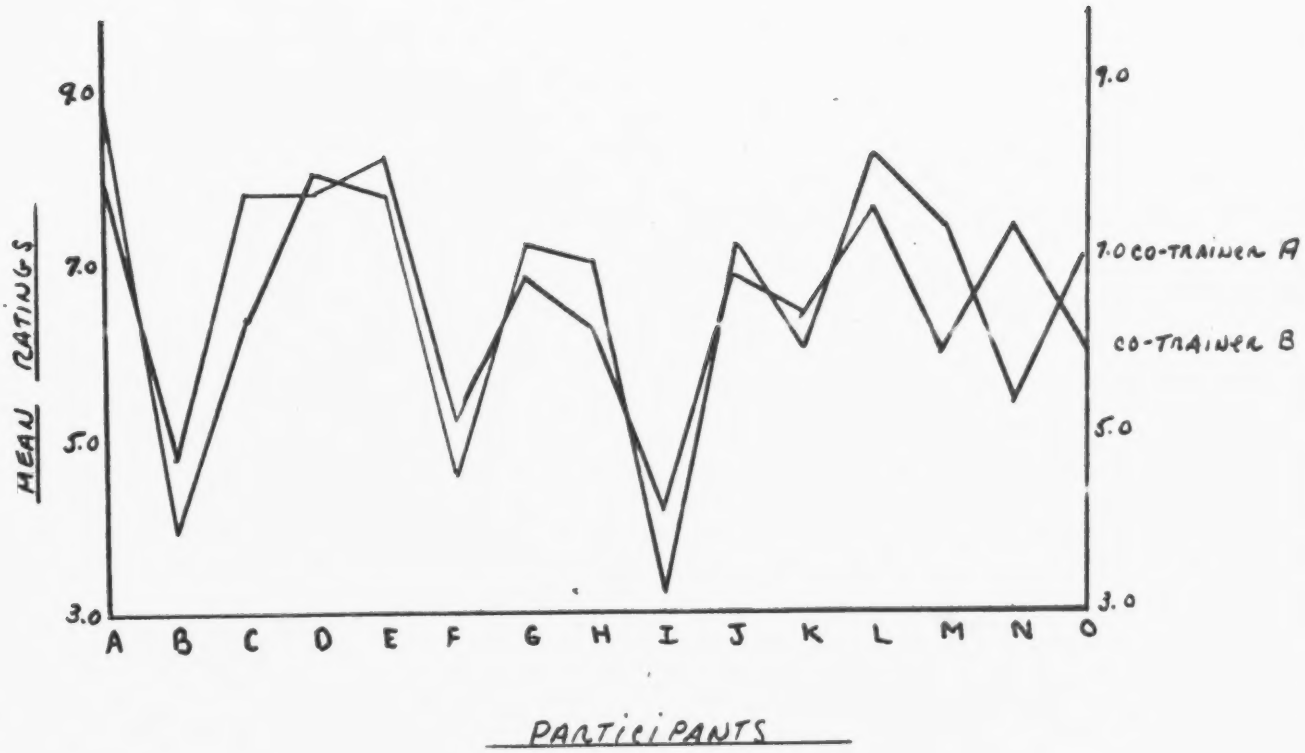


Figure 3
Co-trainer Post-test
Mean Ratings



FOOTNOTE

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